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ABSTRACT

This report presents the statistical data of the 1999 issue of the Cabrillo College (California) Student Survey. The 1999 survey utilizes many of the questions in the 1995 survey, called the Campus Climate Survey, for the purpose of comparative analyses. The data listed under the 1999 column and the 1995 column are placed side by side whenever possible. The surveys seek both a quantitative and qualitative reflection of Cabrillo students' attitudes, awareness, satisfactions, and desires. The Office of Institutional Research obtained detailed feedback about program and service satisfactions. Students not only rated their overall level of satisfaction, but also their satisfaction with Quality of Service, Knowledge of Staff, Helpfulness and Attitude of Staff, Wait-Time for Service, and Location of Student Services. The college used a similar approach to assess students' educational goals and their accomplishments. A total of 930 students participated in this survey. The survey respondents in 1995 and 1999 are very similar in their demographics. This helps with determining the validity of the trends and other findings and conclusions. Also presented are students' written comments to the following open-response questions: classes at Cabrillo, additional student service programs students would like to see, their ideas for attracting and retaining more students, and other courses they would like to take that are not presently offered. (VWC)

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ED 442 515

Cabrillo College Student Survey 1995 & 1999

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

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Dear College Community,

The 1999 issue of the Cabrillo College Student Survey is ready for your review. This issue utilized many of the questions in the 1995 survey, called the Campus Climate Survey, for the purpose of comparative analyses. You will notice data listed under the column of 1999 and the column of 1995 side by side wherever possible.

The surveys seek both a quantitative and qualitative reflection of our students' attitudes, awareness, satisfactions, and desires. The Office of Institutional Research (OIR) obtained detailed feedback about program and service satisfactions (see Question 2). Students not only rated their overall level of satisfaction, but also their satisfaction with Quality of Service, Knowledge of Staff, Helpfulness & Attitude of Staff, Wait-time for Service, and Location of student services. This approach has received excellent reviews from many colleges as well as the electronic survey software company - Scanning Dynamics. We took a similar approach to students' educational goals and their accomplishments (Question 6).

A total of 930 students participated in this survey. We administered the survey to students in randomly selected courses, which we call a cluster approach. OIR owes a debt of gratitude to the faculty members and their students for allowing time for this survey in their classes. Without their support and cooperation, this survey wouldn't have been possible. Thanks also go to the faculty senate, individual faculty and staff members, and student volunteers who provided the much needed survey design feedback.

The survey respondents in 1995 and 1999 are very similar in their demographics. This helps with determining the validity of the trends and other findings and conclusions. Cabrillo College has begun its accreditation self-study process. It is hoped that this survey has arrived in a timely manner to assist the self-study process by answering the many questions and inquires arising from this historical endeavor.

A note on using the findings

When reviewing this document, please bear in mind a few important points before drawing inferences and planning policy based upon the data herein. First, surveying is an inexact science. The survey is an instrument used to measure people's perceptions and we do not know if it measures all people the same way. The same question may be interpreted differently by various respondents and we do not know the degree to which answers reflect a respondent's own experience or their memory of another's. We also do not know the precision of our instrument. For example, a satisfaction rating for one student service may not necessarily be comparable to another.

Second, while every effort was made to gather a representative sample, some elected not to answer every question. We do not know if their responses would have been the same as those who did respond.

Third, we don't know all the changes that have occurred in the years between the surveys. The responses are from different cohorts who vary in their experiences and expectations in ways that may cause changes in responses over time unrelated to the question at hand.

Finally, statistical tests tell us whether the results we see can be easily explained by sampling error or whether the differences and relations we see are likely to be true. These tests do not tell us if these differences are important nor their cause. Only careful thinking and well-designed follow up studies can aid us in determining relevancy and causation. Generalizations should be made cautiously after due consideration of alternative explanations.

OIR is releasing the results of this survey in the tables on the following pages. The original survey instrument is also attached to this report. If you have any questions, please feel free to contact:

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Q1. Please indicate whether you agree or disagree with the statements below.

		Strongly Disagree		Disagree		No Opinion		Agree		Strongly Agree		Total	Mean Score		
		1		2		3		4		5			1999	1995	change
		#	%	#	%	#	%	#	%	#	%	#			
1.	In my opinion, Cabrillo College offers a variety of general educational courses to meet my needs and interests.	3	0.3	27	3.1	50	5.8	481	55.7	303	35.1	864	4.22	3.80	+.42**
2.	Courses at Cabrillo are preparing me for my next career/educational goal.	2	0.2	26	3.0	91	10.5	457	52.9	288	33.3	864	4.16	3.93	+.23
3.	The availability of student computing facilities meets my needs	16	1.9	84	10.0	247	29.4	324	38.6	169	20.1	840	3.65	NA	NA
4.	The learning labs that I have used (writing lab, math lab, computer lab, etc) have helped me work toward my educat'l goals.	10	1.2	46	5.5	264	31.4	302	35.9	219	26.0	841	3.80	3.95	-.15ns
5.	The lab & studio classes that I have taken (Chemistry, Biology, Art) have helped me work towards my educational goals.	6	0.7	46	5.7	331	40.7	243	29.9	188	23.1	814	3.69	NA	NA
6.	The classes offered at Cabrillo broaden students' views on cultural diversity.	10	1.2	57	6.8	267	31.6	360	42.7	150	17.8	844	3.69	3.72	-.03ns
7.	The number of students enrolled in my classes is appropriate.	24	2.8	81	9.4	81	9.4	504	58.3	175	20.2	865	3.84	NA	NA
8.	My instructors are highly skilled teachers and come to classes well prepared.	9	1.0	56	6.5	55	6.4	427	49.7	313	36.4	860	4.14	4.20	-.06
9.	My instructors are willing to talk with me about my questions and concerns.	4	0.5	26	3.0	44	5.1	397	46.0	392	45.4	863	4.33	4.18	+.15*
10.	In my experience, my instructors are fair in their grading.	2	0.2	32	3.7	72	8.4	468	54.6	283	33.0	857	4.16	3.94	+.22
11.	It is essential to have instructors who are from different ethnic/cultural backgrounds.	26	3.1	59	6.9	201	23.6	248	29.2	316	37.2	850	3.90	NA	NA
12.	I believe that student government is effective in representing students.	27	3.3	94	11.4	574	69.7	99	12.0	30	3.6	824	3.01	2.73	+.28
13.	Educational activities at Cabrillo reflect an appreciation for different groups of people, including ethnic and disabled people.	7	0.8	32	3.9	316	38.3	326	39.5	144	17.5	825	3.69	3.83	-.14**
14.	When I entered Cabrillo, the assessment process was well explained to me.	27	4.2	86	13.3	137	21.1	298	45.9	101	15.6	649	3.55	3.44	+.11ns
15.	I was advised to take the right classes for my skill levels.	41	6.1	91	13.5	122	18.0	306	45.3	116	17.2	676	3.54	3.39	+.15*
16.	I believe the instructional staff at Cabrillo is diverse enough to meet my needs.	10	1.2	43	5.1	194	22.9	455	53.7	145	17.1	847	3.81	3.79	+.02ns
17.	Student activities organized on our campus are sufficient to meet my needs.	16	2.0	72	8.8	508	62.3	167	20.5	53	6.5	816	3.21	NA	NA
18.	I believe that Cabrillo makes a sincere effort to attract and keep students of different ethnic backgrounds.	8	1.0	52	6.2	364	43.5	294	35.2	118	14.1	836	3.55	3.62	-.07
19.	In general, I have found the Cabrillo campus to be a positive and supportive educational environment to pursue an education.	2	0.2	23	2.7	69	8.1	479	56.1	281	32.9	854	4.19	NA	NA
20.	The buildings, roads, and lawns at Cabrillo College are well maintained.	18	2.1	69	8.1	78	9.2	476	55.9	211	24.8	852	3.93	NA	NA
21.	Cabrillo has a reputation for quality education in Santa Cruz County.	2	0.2	22	2.6	109	12.8	430	50.6	286	33.7	849	4.15	NA	NA

Only questions that are exact in wording between the two surveys are tested for significance. Other questions that are compared are similar in wording or content.

NA = Not applicable. Questions occurred in the 1999 survey that did not appear in the 1995 survey.

** significant at the 0.01 level using 2-tailed t-test assuming unequal variances

* significant at the 0.05 level using 2-tailed t-test assuming unequal variances

ns = not significant at the 0.05 level

Q2. Overall Mean Satisfaction with student services
1=Very Bad, 2=Bad, 3=Satisfactory, 4=Very Good, 5=Excellent

Student Service	Mean 1999	Mean 1995	Change	
Admission & Records	3.22	3.14	+0.08	ns
Bookstore	3.17	3.57	-0.40	**
Assessment	3.16	NA	NA	
Cafeteria, gazebos, the Coffee Break	3.51	3.31	+0.20	**
Career Planning/Career Counseling	3.27	3.41	-0.14	ns
Childcare	3.64	3.23	+0.41	*
Counseling	3.12	3.34	-0.22	**
Disabled Student Services	3.79	NA	NA	
E.O.P.S.	3.53	3.51	+0.03	ns
Fast Track	3.46	NA	NA	
Financial Aid	3.42	3.23	+0.19	*
Health Services	3.91	3.51	+0.40	**
Job Placement Center	3.57	3.56	+0.01	ns
Learning Resources Center	3.80	NA	NA	
Learning Skills	3.70	NA	NA	
Library	4.03	3.77	+0.26	**
Open Access Computer Lab	3.71	NA	NA	
Parking	2.14	2.35	-0.21	**
Police Protection	2.84	3.30	-0.46	**
Puente	NA	3.54	NA	
Re-entry Center	3.60	NA	NA	
Registration	3.13	3.29	-0.16	**
Student Government	2.79	2.94	-0.15	ns
Transfer Center	3.42	3.52	-0.10	ns
Watsonville Center	NA	3.77	NA	
Women's Center	NA	3.89	NA	

NA = Not Applicable. Data for that service not collected in year indicated.
** significant at the 0.01 level using 2-tailed t-test assuming unequal variances
* significant at the 0.05 level using 2-tailed t-test assuming unequal variances
ns = not significant at the 0.05 level

A significant change means that respondents probably answered differently between the two surveys. The test does not tell us whether the change is important. Also note that the wording of the satisfaction question is not exactly the same on the two surveys. The 1995 survey asks:
"please rate your experience with each of the following services provided by the college..." and the 1999 survey queries:
"please rate your overall experience with the services you received..."

Q2_1. Satisfaction of ADMISSION & RECORDS

	Count	%
Never Used It	52	6.3
Total Respondents	825	100.0
Satisfaction of those who used service		
Very Bad	31	4.0
Bad	76	9.8
Satisfactory	417	53.9
Very Good	193	25.0
Excellent	56	7.2
Total	773	100

	Satisfied		Unsatisfied	
	Count	%	Count	%
Quality of Service	548	83.7	107	16.3
Knowledge of Staff	535	83.2	108	16.8
Helpfulness & Attitude	392	81.0	92	19.0
Wait-time	463	82.4	99	17.6
Location	335	86.6	52	13.4

Q2_2. Satisfaction of BOOKSTORE

	Count	%
Never Used It	17	2.0
Total Respondents	835	100.0
Satisfaction of those who used service		
Very Bad	40	4.9
Bad	102	12.5
Satisfactory	416	50.9
Very Good	198	24.2
Excellent	62	7.6
Total	818	100

	Satisfied		Unsatisfied	
	Count	%	Count	%
Quality of Service	178	85.6	30	14.4
Knowledge of Staff	355	76.3	110	23.7
Helpfulness & Attitude	192	88.5	25	11.5
Wait-time	119	60.4	78	39.6
Location	164	90.1	18	9.9

Q2_3. Satisfaction of ASSESSMENT

	Count	%
Never Used It	217	27.5
Total Respondents	789	100.0
Satisfaction of those who used service		
Very Bad	27	4.7
Bad	52	9.1
Satisfactory	331	57.9
Very Good	129	22.6
Excellent	33	5.8
Total	572	100

	Satisfied		Unsatisfied	
	Count	%	Count	%
Quality of Service	185	81.5	42	18.5
Knowledge of Staff	157	93.5	11	6.5
Helpfulness & Attitude	137	86.7	21	13.3
Wait-time	179	91.8	16	8.2
Location	143	94.7	8	5.3

Q2_4. Satisfaction of CAFETERAI, GAZEBOS, THE COFFEE BREAK

	Count	%
Never Used It	110	13.4
Total Respondents	821	100.0
Satisfaction of those who used service		
Very Bad	11	1.5
Bad	46	6.5
Satisfactory	313	44.0
Very Good	248	34.9
Excellent	93	13.1
Total	711	100

	Satisfied		Unsatisfied	
	Count	%	Count	%
Quality of Service	484	95.8	21	4.2
Knowledge of Staff	329	91.4	31	8.6
Helpfulness & Attitude	219	55.7	174	44.3
Wait-time	205	78.8	55	21.2
Location	165	92.2	14	7.8

Q2_5. Satisfaction of CAREER PLANNING/CAREER COUNSELING

	Count	%
Never Used It	367	46.5
Total Respondents	789	100.0
Satisfaction of those who used service		
Very Bad	32	7.6
Bad	45	10.7
Satisfactory	182	43.1
Very Good	103	24.4
Excellent	60	14.2
Total	422	100

	Satisfied		Unsatisfied	
	Count	%	Count	%
Quality of Service	235	80.8	56	19.2
Knowledge of Staff	90	75.6	29	24.4
Helpfulness & Attitude	127	87.0	19	13.0
Wait-time	257	83.2	52	16.8
Location	255	82.3	55	17.7

Q2_6. Satisfaction of CHILDCARE

	Count	%
Never Used It	704	90.4
Total Respondents	779	100.0
Satisfaction of those who used service		
Very Bad	5	6.7
Bad	5	6.7
Satisfactory	25	33.3
Very Good	17	22.7
Excellent	23	30.7
Total	75	100

	Satisfied		Unsatisfied	
	Count	%	Count	%
Quality of Service	35	83.3	7	16.7
Knowledge of Staff	42	91.3	4	8.7
Helpfulness & Attitude	35	81.4	8	18.6
Wait-time	40	87.0	6	13.0
Location	35	85.4	6	14.6

Q2_7. Satisfaction of COUNSELING

	Count	%
Never Used It	275	34.3
Total Respondents	801	100.0
Satisfaction of those who used service		
Very Bad	61	11.6
Bad	85	16.2
Satisfactory	185	35.2
Very Good	120	22.8
Excellent	75	14.3
Total	526	100

	Satisfied		Unsatisfied	
	Count	%	Count	%
Quality of Service	110	82.7	23	17.3
Knowledge of Staff	86	76.1	27	23.9
Helpfulness & Attitude	76	73.8	27	26.2
Wait-time	169	78.6	46	21.4
Location	143	95.3	7	4.7

Q2_8. Satisfaction of DISABLED STUDENT SERVICES

	Count	%
Never Used It	656	84.8
Total Respondents	774	100.0
Satisfaction of those who used service		
Very Bad	4	3.4
Bad	5	4.2
Satisfactory	34	28.8
Very Good	44	37.3
Excellent	31	26.3
Total	118	100

	Satisfied		Unsatisfied	
	Count	%	Count	%
Quality of Service	35	83.3	7	16.7
Knowledge of Staff	41	89.1	5	10.9
Helpfulness & Attitude	45	90.0	5	10.0
Wait-time	72	96.0	3	4.0
Location	54	88.5	7	11.5

Q2_9. Satisfaction of E.O.P.S.

	Count	%
Never Used It	690	90.2
Total Respondents	765	100.0
Satisfaction of those who used service		
Very Bad	5	6.7
Bad	5	6.7
Satisfactory	29	38.7
Very Good	17	22.7
Excellent	19	25.3
Total	75	100

	Satisfied		Unsatisfied	
	Count	%	Count	%
Quality of Service	27	65.9	14	34.1
Knowledge of Staff	26	81.3	6	18.8
Helpfulness & Attitude	26	92.9	2	7.1
Wait-time	39	92.9	3	7.1
Location	20	76.9	6	23.1

Q2_10. Satisfaction of FAST TRACK

	Count	%
Never Used It	713	92.1
Total Respondents	774	100.0
Satisfaction of those who used service		
Very Bad	5	8.2
Bad	2	3.3
Satisfactory	27	44.3
Very Good	14	23.0
Excellent	13	21.3
Total	61	100

	Satisfied		Unsatisfied	
	Count	%	Count	%
Quality of Service	22	84.6	4	15.4
Knowledge of Staff	27	71.1	11	28.9
Helpfulness & Attitude	39	100.0		
Wait-time	29	87.9	4	12.1
Location	37	97.4	1	2.6

Q2_11. Satisfaction of FINANCIAL AID

	Count	%
Never Used It	470	59.9
Total Respondents	784	100.0
Satisfaction of those who used service		
Very Bad	20	6.4
Bad	33	10.5
Satisfactory	115	36.6
Very Good	88	28.0
Excellent	58	18.5
Total	314	100

	Satisfied		Unsatisfied	
	Count	%	Count	%
Quality of Service	131	84.0	25	16.0
Knowledge of Staff	70	89.7	8	10.3
Helpfulness & Attitude	147	81.7	33	18.3
Wait-time	76	87.4	11	12.6
Location	75	89.3	9	10.7

Q2_12. Satisfaction of HEALTH SERVICES

	Count	%
Never Used It	593	76.0
Total Respondents	780	100.0
Satisfaction of those who used service		
Very Bad	0	0.0
Bad	5	2.7
Satisfactory	58	31.0
Very Good	72	38.5
Excellent	52	27.8
Total	187	100.0

	Satisfied		Unsatisfied	
	Count	%	Count	%
Quality of Service	74	94.9	4	5.1
Knowledge of Staff	190	87.6	27	12.4
Helpfulness & Attitude	134	97.1	4	2.9
Wait-time	104	83.2	21	16.8
Location	152	95.0	8	5.0

Q2_13. Satisfaction of JOB PLACEMENT CENTER

	Count	%
Never Used It	602	77.6
Total Respondents	776	100.0
Satisfaction of those who used service		
Very Bad	7	4.0
Bad	16	9.2
Satisfactory	50	28.7
Very Good	72	41.4
Excellent	29	16.7
Total	174	100

	Satisfied		Unsatisfied	
	Count	%	Count	%
Quality of Service	50	90.9	5	9.1
Knowledge of Staff	91	91.9	8	8.1
Helpfulness & Attitude	72	91.1	7	8.9
Wait-time	43	57.3	32	42.7
Location	57	81.4	13	18.6

Q2_14. Satisfaction of LEARNING RESOURCE CENTER

	Count	%
Never Used It	551	70.3
Total Respondents	784	100.0
Satisfaction of those who used service		
Very Bad	1	0.4
Bad	9	3.9
Satisfactory	80	34.3
Very Good	88	37.8
Excellent	55	23.6
Total	233	100

	Satisfied		Unsatisfied	
	Count	%	Count	%
Quality of Service	64	92.8	5	7.2
Knowledge of Staff	132	85.7	22	14.3
Helpfulness & Attitude	64	92.8	5	7.2
Wait-time	68	86.1	11	13.9
Location	105	63.6	60	36.4

Q2_15. Satisfaction of LEARNING SKILLS

	Count	%
Never Used It	625	81.6
Total Respondents	766	100.0
Satisfaction of those who used service		
Very Bad	4	2.8
Bad	6	4.3
Satisfactory	51	36.2
Very Good	48	34.0
Excellent	32	22.7
Total	141	100

	Satisfied		Unsatisfied	
	Count	%	Count	%
Quality of Service	65	68.4	30	31.6
Knowledge of Staff	71	89.9	8	10.1
Helpfulness & Attitude	80	87.9	11	12.1
Wait-time	56	77.8	16	22.2
Location	37	88.1	5	11.9

Q2_16. Satisfaction of LIBRARY

	Count	%
Never Used It	87	10.7
Total Respondents	814	100.0
Satisfaction of those who used service		
Very Bad	2	0.3
Bad	20	2.8
Satisfactory	180	24.8
Very Good	275	37.8
Excellent	250	34.4
Total	727	100

	Satisfied		Unsatisfied	
	Count	%	Count	%
Quality of Service	299	76.7	91	23.3
Knowledge of Staff	154	92.8	12	7.2
Helpfulness & Attitude	127	87.0	19	13.0
Wait-time	124	91.9	11	8.1
Location	196	74.0	69	26.0

Q2_17. Satisfaction of OPEN ACCESS COMPUTER LAB

	Count	%
Never Used It	315	40.3
Total Respondents	782	100.0
Satisfaction of those who used service		
Very Bad	10	2.1
Bad	39	8.4
Satisfactory	147	31.5
Very Good	150	32.1
Excellent	121	25.9
Total	467	100

	Satisfied		Unsatisfied	
	Count	%	Count	%
Quality of Service	108	86.4	17	13.6
Knowledge of Staff	97	86.6	15	13.4
Helpfulness & Attitude	115	85.2	20	14.8
Wait-time	91	86.7	14	13.3
Location	279	95.9	12	4.1

Q2_18. Satisfaction of PARKING

	Count	%
Never Used It	89	10.9
Total Respondents	816	100.0
Satisfaction of those wh used service		
Very Bad	284	39.1
Bad	159	21.9
Satisfactory	210	28.9
Very Good	48	6.6
Excellent	26	3.6
Total	727	100

	Satisfied		Unsatisfied	
	Count	%	Count	%
Quality of Service	216	74.0	76	26.0
Knowledge of Staff	130	38.1	211	61.9
Helpfulness & Attitude	145	73.2	53	26.8
Wait-time	86	65.2	46	34.8
Location	247	56.8	188	43.2

Q2_19. Satisfaction of POLICE PROTECTION

	Count	%
Never Used It	463	58.8
Total Respondents	787	100.0
Satisfaction of those who used service		
Very Bad	52	16.0
Bad	45	13.9
Satisfactory	151	46.6
Very Good	55	17.0
Excellent	21	6.5
Total	324	100

	Satisfied		Unsatisfied	
	Count	%	Count	%
Quality of Service	59	72.0	23	28.0
Knowledge of Staff	80	84.2	15	15.8
Helpfulness & Attitude	212	95.9	9	4.1
Wait-time	205	92.8	16	7.2
Location	147	91.3	14	8.7

Q2_20. Satisfaction of RE-ENTRY CENTER

	Count	%
Never Used It	668	86.3
Total Respondents	774	100.0
Satisfaction of those who used service		
Very Bad	5	4.7
Bad	6	5.7
Satisfactory	40	37.7
Very Good	30	28.3
Excellent	25	23.6
Total	106	100

	Satisfied		Unsatisfied	
	Count	%	Count	%
Quality of Service	59	93.7	4	6.3
Knowledge of Staff	52	91.2	5	8.8
Helpfulness & Attitude	30	96.8	1	3.2
Wait-time	53	96.4	2	3.6
Location	30	88.2	4	11.8

Q2_21. Satisfaction of REGISTRATION

	Count	%
Never Used It	33	4.1
Total Respondents	807	100.0
Satisfaction of those who used service		
Very Bad	66	8.5
Bad	88	11.4
Satisfactory	365	47.2
Very Good	188	24.3
Excellent	67	8.7
Total	774	100

	Satisfied		Unsatisfied	
	Count	%	Count	%
Quality of Service	136	82.4	29	17.6
Knowledge of Staff	131	87.3	19	12.7
Helpfulness & Attitude	241	88.3	32	11.7
Wait-time	163	79.9	41	20.1
Location	182	92.9	14	7.1

Q2_22. Satisfaction of STUDENT GOVERNMENT

	Count	%
Never Used It	656	84.6
Total Respondents	775	100.0
Satisfaction of those who used service		
Very Bad	20	16.8
Bad	15	12.6
Satisfactory	60	50.4
Very Good	18	15.1
Excellent	6	5.0
Total	119	100

	Satisfied		Unsatisfied	
	Count	%	Count	%
Quality of Service	35	87.5	5	12.5
Knowledge of Staff	30	88.2	4	11.8
Helpfulness & Attitude	67	95.7	3	4.3
Wait-time	55	90.2	6	9.8
Location	37	55.2	30	44.8

Q2_23. Satisfaction of TRANSFER CENTER

	Count	%
Never Used It	594	75.1
Total Respondents	791	100.0
Satisfaction of those who used service		
Very Bad	8	4.1
Bad	21	10.7
Satisfactory	78	39.6
Very Good	60	30.5
Excellent	30	15.2
Total	197	100

	Satisfied		Unsatisfied	
	Count	%	Count	%
Quality of Service	54	76.1	17	23.9
Knowledge of Staff	41	85.4	7	14.6
Helpfulness & Attitude	103	88.8	13	11.2
Wait-time	42	71.2	17	28.8
Location	107	89.2	13	10.8

Q5. Please identify your major.

Major	#	%	Major	#	%
Accounting	5	0.5	Hazardous Materials	0	0.0
American Studies	0	0.0	Health Science	6	0.7
Anthropology	4	0.4	History	6	0.7
Archaeological Tech	0	0.0	Horticulture	25	2.7
Art - History	2	0.2	International Studies	3	0.3
Art - Studio	29	3.2	Italian	0	0.0
Asian Studies	0	0.0	Japanese	1	0.1
Astronomy	1	0.1	Journalism	2	0.2
Banking/Finance	2	0.2	Law Enforcement	3	0.3
Bilingual/Bicultural	0	0.0	Liberal Arts	34	3.7
Biology	19	2.1	Library Sciences	1	0.1
Business - Small	6	0.7	Life Management	0	0.0
Business	47	5.1	Mathematics	7	0.8
Chemistry	2	0.2	Medical Transcription	0	0.0
Chinese	0	0.0	Medical Assistant	4	0.4
CIS, General	0	0.0	Medical Ins Specialist	0	0.0
CIS/Digital Publ & Prod	1	0.1	Music	9	1.0
Comp App/Office Skls	9	1.0	Nursing, ADN	40	4.4
Computer Science	71	7.8	Nursing, Vocational	7	0.8
Construction Energy Mgt	1	0.1	Philosophy	6	0.7
Corrections	2	0.2	Physical Education	5	0.5
CS/Dsktp PB, Mltmdia	16	1.8	Physics	5	0.5
CS/Micro, Mgmt	8	0.9	Political Science	3	0.3
Culinary Arts	13	1.4	Psychology	29	3.2
Dance	4	0.4	Radiologic Tech	5	0.5
Dental Hygienist	10	1.1	Real Estate	2	0.2
Drafting/Engineer Tech	2	0.2	Recreation	3	0.3
Early Childhood Education	62	6.8	Russian	0	0.0
Economics	2	0.2	Science	10	1.1
Energy Conservtn Sys	0	0.0	Social Sciences, General	1	0.1
Engineering	8	0.9	Sociology	8	0.9
English	14	1.5	Spanish	1	0.1
Fire Protection Tech	1	0.1	Speech Comm	0	0.0
Fire Service Mgmt	0	0.0	Technical Theatre	0	0.0
Foreign Language	2	0.2	Theatre Arts	8	0.9
Foster Parent Ed	0	0.0	Transit Mgmt	0	0.0
French	1	0.1	Women's Studies	3	0.3
Geography	0	0.0	Exempt/Non-Credit	3	0.3
Geology	0	0.0	Undeclared	221	24.2
German	1	0.1	Unknown	107	11.6
			Total	913	100.0

Q6a. Educational Goals

	Top Education Goal		2nd Education Goal		3rd Education Goal	
	#	%	#	%	#	%
Transfer after obtaining AA/AS	333	45.1	66	13.5	18	4.8
Transfer w/o AA/AS	159	21.5	94	19.3	23	6.1
Obtain AA/AS, not Transfer	71	9.6	43	8.8	43	11.4
Obtain a Voc Degree, not Transfer	17	2.3	10	2.0	12	3.2
Obtain a Certificate, not Transfer	23	3.1	25	5.1	10	2.7
Formulate Career Plans	32	4.3	89	18.2	62	16.4
Acquire Job Skills	39	5.3	86	17.6	77	20.4
Update Job Skills	15	2.0	23	4.7	19	5.0
Maintain Cert. or License	10	1.4	8	1.6	14	3.7
Leisure	17	2.3	20	4.1	47	12.5
Basic Skills Improvement	18	2.4	22	4.5	51	13.5
GED/High School	5	0.7	2	0.4	1	0.3
Total	739	100.0	488	100.0	377	100.0

304 (91.3%) of the 333 who selected "transfer after obtaining AA/AS" also responded to the Transfer Center satisfaction question. Of those 304, 219 (72.0%) stated they had never used the Transfer Center.
152 (95.6%) of the 159 who selected "transfer w/o obtaining AA/AS" also responded to the Transfer Center satisfaction question. Of those 152, 87 (57.2%) stated they had never used the Transfer Center.

Q6b. Educational Goal Completion

	Completed		A lot		Somewhat		Little		None	
	#	%	#	%	#	%	#	%	#	%
Transfer after obtaining AA/AS	34	10.1	88	26.1	117	34.7	63	18.7	35	10.4
Transfer w/o AA/AS	35	16.4	72	33.8	45	21.1	40	18.8	21	9.9
Obtain AA/AS, not Transfer	12	9.0	30	22.4	49	36.6	19	14.2	24	17.9
Obtain a Voc Degree, not Transfer	4	6.7	10	16.7	15	25.0	7	11.7	24	40.0
Obtain a Certificate, not Transfer	7	11.1	10	15.9	15	23.8	8	12.7	23	36.5
Formulate Career Plans	22	14.4	43	28.1	51	33.3	23	15.0	14	9.2
Acquire Job Skills	9	5.1	58	33.0	70	39.8	24	13.6	15	8.5
Update Job Skills	8	10.8	21	28.4	28	37.8	8	10.8	9	12.2
Maintain Cert. or License	8	18.2	5	11.4	12	27.3	4	9.1	15	34.1
Leisure	29	38.7	13	17.3	19	25.3	5	6.7	9	12.0
Basic Skills Improvement	21	19.8	40	37.7	32	30.2	6	5.7	7	6.6
GED/High School	21	53.8	3	7.7	5	12.8	2	5.1	8	20.5
Total	210		393		458		209		204	

Q7. For those who attended Cabrillo prior to Spring 98, please tell us what you think of the following statements that are related to the current schedule of a shorter semester, long class sessions and fewer sessions per week. Please skip this question if you did not attend Cabrillo before Spring 1998.

	No opinion		Disagree		Agree	
	#	%	#	%	#	%
The new schedule helps me with learning of material.	200	38.5	101	19.5	218	42.0
The new schedule is convenient for my personal schedule.	138	26.5	85	16.3	298	57.2

8. If the total # of class hours per week were the same, which block of time in class do you learn the most?

	#	%
1 hour	98	12.7
1.5 hour	398	51.4
2 hours	208	26.9
3 hours	70	9.0
Total	774	100.0

Q9. Do you have access to a computer with Internet connection that would allow you to register on-line to attend Cabrillo?

	#	%
Yes.	534	66.3
No.	201	24.9
I can use a friend's.	38	4.7
No, but I plan to.	33	4.1
Total	806	100.0

Q10/11. How many units are you taking...

	...total at Cabrillo?		...at the Aptos Campus?		...at the Watsonville Center/Area?		in San Lorenzo Valley?		...in Distance Learning?	
Units	#	%	#	%	#	%	#	%	#	%
0	62	7.0	94	10.7	690	90.7	742	99.1	732	97.9
1	5	0.6	7	0.8	10	1.3	2	0.3	2	0.3
2	8	0.9	7	0.8	4	0.5	1	0.1	3	0.4
3	42	4.8	50	5.7	16	2.1	3	0.4	6	0.8
4	56	6.4	56	6.4	21	2.8	1	0.1	2	0.3
5	19	2.2	18	2.1	1	0.1			1	0.1
6	56	6.4	54	6.2	5	0.7				
7	36	4.1	36	4.1	2	0.3				
8	44	5.0	40	4.6	7	0.9			1	0.1
9	51	5.8	57	6.5						
10	49	5.6	44	5.0	2	0.3				
11	38	4.3	37	4.2	2	0.3				
12	168	19.1	147	16.8	1	0.1				
13	57	6.5	53	6.1						
14	63	7.2	60	6.8						
15	44	5.0	43	4.9						
16	39	4.4	33	3.8						
17	12	1.4	11	1.3						
18	15	1.7	14	1.6						
19	11	1.3	10	1.1						
20	5	0.6	5	0.6					1	0.1
M all	9.6		9.1		0.4		0.0		0.1	
M cr	10.4		10.1		4.4		2.4		4.2	

M all = mean unit load including non-credit (zero units) students
M cr = mean unit load excluding non-credit (zero units) students

Q12. How far do you commute to Cabrillo?

	1999 Survey		1995 Survey		Change
Miles	#	%	#	%	%
< 3	141	17.3	163	19.9	-2.6
3 - 10	401	49.1	385	47.1	+2.0
>10	274	33.6	269	32.9	+0.7
Total	816	100.0	817	100	

Q13. What time and days of the week would you prefer to take classes? (Select all that apply)

	Survey 1999	Survey 1995
	#	#
Mornings, M-F	515	534
Afternoon, M-F	303	249
Evenings, M-F	275	215
Saturdays	77	59
Sundays	34	32

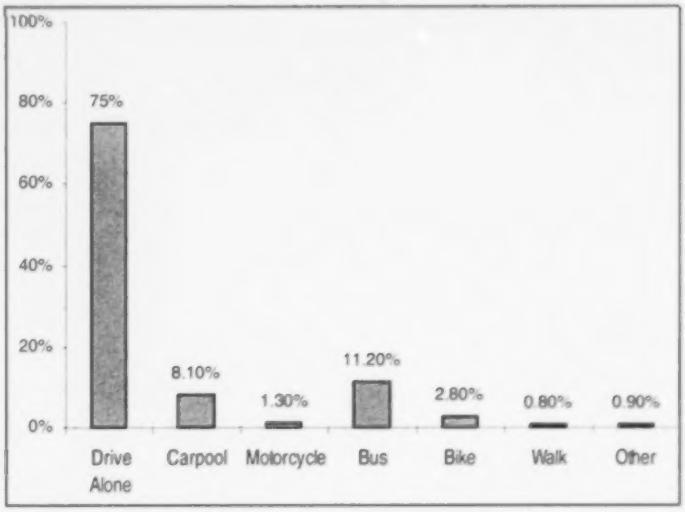
Q14. What hours are convenient for you to use Student Services? (Select all that apply)

	Survey 1999	Survey 1995
Time	#	#
8a-10a	208	139
10a-12p	286	176
12p-2p	271	239
2p-4p	245	126
4p-6p	231	125
6p-8p	245	159

Q15. What is your main mode of transportation to Cabrillo?

	#	%
Drive Alone	585	75
Carpool	63	8.1
Motorcycle	10	1.3
Bus	87	11.2
Bike	22	2.8
Walk	6	0.8
Other	7	0.9
Total	780	100

This question did not occur in the 1995 survey.



Transportation Mode by Commute Distance

	Transportation Mode						
Commute distance in miles	Drive Alone	Carpool	Motorcycle	Bus	Bike	Walk	Total
<3	95 (72.5%)	14 (10.7%)	0 (0.0%)	12 (9.2%)	5 (3.8%)	5 (3.8%)	131
3-10	293 (77.7%)	24 (6.4%)	7 (1.9%)	39 (10.3%)	14 (3.7%)	0 (0.0%)	377
>10	190 (74.2%)	25 (9.8%)	2 (0.8%)	35 (13.7%)	3 (1.1%)	1 (0.4%)	256
Total	578 (75.7%)	63 (8.2%)	9 (1.2%)	86 (11.3%)	22 (2.9%)	6 (0.8%)	764

The majority of respondents indicated they drove alone to Cabrillo while only about 17% used alternative modes of transportation. Further, there is no significant relation between mode of transportation and commute distance (Spearman's rho = -0.007, p = 0.853; transportation mode was ranked by per capita resource consumption). These results suggest that distance may not in general be a consideration for the majority of respondents when choosing a transportation mode.

Parking was the student service with the lowest satisfaction rating in both the 1995 and 1999 surveys. The dissatisfaction with parking coupled with high solo commute rates does not support the contention that respondents link their commute behavior to their impact on parking services. Promotion of alternative transportation and carpooling may increase satisfaction with existing parking in addition to improving air and water quality and enhancing student safety.

Q16. How often are you able to get the courses you need on the days or hours that are good for you?

	Survey 1999		Survey 1995		Change
	#	%	#	%	%
Always	128	15.8	129	16.5	-0.7
Nearly Always	311	38.4	214	27.3	+11.1
Usually	292	36.1	326	41.6	-5.5
Seldom	75	9.3	106	13.5	-4.2
Never	3	0.4	8	1.0	-0.6
Total	809	100.0	783	100	

There is a significant difference in the proportions of responses between the surveys (chi-square = 27.0, df = 4, p = 0.00002). The largest contribution to this difference was the increase in those selecting "nearly always' from the 1995 to the 1999 survey.

Q17. Please select the sources that you have used to get information about Cabrillo. (Select all that apply)

	Survey 1999	Survey 1995
	#	#
Cabrillo Counselors	429	364
College Catalog	631	475
College Instructors or Staff	351	334
Internet	191	NA
Students, friends, family	510	533
Course Schedule	564	NA
Other	66	NA

NA = not asked in 1995 survey

Q18. How many ESL classes are you taking this semester?

	#	%
None	782	97.3
1	13	1.6
2	4	0.5
3+	5	0.6
Total	804	100.0

Q19. How many non-ESL basic skills classes are you taking this semester?

	#	%
None	674	87.1
1	42	5.4
2	23	3.0
3+	35	4.5
Total	774	100.0

Q20 and Q21. What was the total income of...

	yourself				your parents			
	Survey 1999		Survey 1995		Survey 1999		Survey 1995	
	#	%	#	%	#	%	#	%
$0 - $15,000	564	73.0	652	85.0	78	15.5	111	18.3
$16,000 - $30,000	131	16.9	74	9.7	95	18.8	127	20.9
$31,000 - $50,000	51	6.6	40*	5.2	134	26.6	153	25.2
$51,000 - $75,000	10	1.3			79	15.7	116	19.1
$76,000+	17	2.2			118	23.4	100	16.5
Total	773	100.0	766	100	504	100.0	607	100.0

* $31,000 and above

The proportions of parents within income groups are significantly different between surveys (chi-square = 11.7, df = 4, p = 0.02) with the largest proportional change occurring in the highest income group. For 1999 survey data, no significant association exists between student and parental income (G^2 = 17.19, df = 16, p = 0.37).

Q22. How many children do you or your partner support?

	Survey 1999		Survey 1995	
	#	%	#	%
0	695*	76.1	620*	74.7
1	100	11.0	85	10.2
2	75	8.2	79	9.5
3	24	2.6	26	3.1
4+	19	2.1	20	2.4
Total	913	100.0	830	100

* also includes unknowns

Q23. Omitted

Q24. The language you speak at home is:

	#	%
English	715	89.7
Spanish	51	6.4
other	31	3.9
Total	797	100.0

This question did not occur in the 1995 survey.

Q25. If you are disabled, please select your disability:

	Survey 1999	
	#	%
Mobility Impaired	16	10.9
Visually Impaired	8	5.4
Hearing Impaired	8	5.4
Speech/Language Impaired	11	7.5
Attention Deficit Disorder	22	15.0
Acquired Brain Injury	5	3.4
Learning Disabled	41	27.9
Psychological Disability	8	5.4
Other Disability	28	19.0
Total	147	100

	Survey 1995	
	#	%
Mental	9	12.0
Physical	26	35.0
Leaning	40	53.0
Total	75	100.0

Q26. What is your marital status?

	Survey 1999		Survey 1995	
	#	%	#	%
Married	155	18.9	142	17.3
Divorced	44	5.4	51	6.2
Single	541	66.1	547	66.7
Living with a partner	79	9.6	80	9.8
Total	819	100.0	820	100.0

There was not a significant change in the proportions of marital status between surveys (chi-square = 1.12, df = 3, p = 0.77).

Q27. What is your gender?

	Survey 1999		Survey 1995		Cabrillo College 1999		Cabrillo College 1995	
	#	%	#	%	#	%	#	%
Female	502	61.1	495	59.6	8167	58.7	7542	57.2
Male	319	38.9	332	40.4	5742	41.3	5650	42.8
Total	821	100.0	827	100	13918	100	13200	100

92 (10.1%) of the 913 1999 respondents and 3 (0.4%) of the 830 1995 respondents did not provide a gender.
The proportions of males and females of the respondents are not significantly different from the entire college in the years surveyed (1995 $z = 1.40$, $p = 0.08$; 1999 $z = 1.39$, $p = 0.08$).

Q28. What is your ethnicity?

	Survey 1999		Survey 1995		Cabrillo College 1999		Cabrillo College 1995	
	#	%	#	%	#	%	#	%
American Indian	7	0.0	14	1.7	196	1.4	180	1.4
Asian/Pacific Islander	38	4.2	16	1.9	539	3.9	511	3.9
African American	9	1.0	27	3.3	164	1.2	229	1.7
Filipino	3	0.0	12	1.4	157	1.1	159	1.2
Hispanic	118	12.9	139	16.7	2708	19.5	2440	18.5
White	548	60.0	513	61.8	9831	70.6	9524	72.2
Mixed Race	69	8.7	NA	NA	NA	NA	NA	NA
Other/Unknown	121	13.3	109	13.1	323	2.1	149	1.1
Total	913	100.0	830	100.0	13918	100	13192	100.0

NA= not applicable. Mixed race data not collected.

Q29. What is your age group?

	Survey 1999		Survey 1995		Cabrillo College 1999		Cabrillo College 1995	
	#	%	#	%	#	%	#	%
< 16	2	0.2	NA	NA	20**	0.1	32**	0.2
16 - 20	264	32.0	289*	35.4	2708***	19.5	2543***	19.3
21 - 25	229	27.8	234	28.6	3451	24.8	3629	27.5
26 - 30	115	14.0	103	12.6	1840	13.2	1857	14.7
31 - 40	112	13.6	112	13.7	2397	17.2	2545	19.3
41 - 50	70	8.5	70	8.6	2047	14.7	1726	13.1
51 - 60	25	3.0	7	0.9	981	7.0	541	4.1
61+	7	0.8	2	0.2	474	3.4	327	2.5
Total	824	100	817	100.0	13918	100	13200	100
Mean	27.0		25.5		31.8		30.4	
Std Dev	10.5		9.4		13.6		12.3	
Median	22.4		23.0		28.3		29.2	

NA = not applicable * < 21 ** < 14 or unknown *** 14 - 20
Measures of central tendency and dispersion are based on grouped data.
89 (9.7%) of the 913 1999 survey respondents and 13 (1.6%) of the 830 1995 survey respondents did not provide an age.

Q30. If you are employed, are you working...

	#	%
Full-time	212	32.6
Part-time	439	67.4
Total	651	100.0

This question did not occur in the 1995 survey.

Q31. Did you attend Cabrillo prior to this semester (Spring 99)?

	#	%
Yes.	713	87.0
No.	106	12.9
Total	820	100.0

Q32, Q33, and Q34. The highest degree held by...

	1999 Survey					
	yourself		your father		your mother	
	#	%	#	%	#	%
Doctorate	4	0.49	53	6.7	18	2.3
Master	23	2.84	103	13.0	89	11.3
Bachelor	81	9.99	158	19.9	169	21.4
AA/AS	70	8.63	75	9.5	94	11.9
High Sch/GED	586	72.26	229	28.9	261	33.1
None	46	5.67	70	8.8	76	9.6
Don't Know	1	0.12	105	13.2	81	10.3
Total	811	100.0	793	100.0	788	100.0

A significant, moderately strong association exists between a father's and mother's education with parents being more likely to have similar than dissimilar degrees ($G^2 = 427.5$, $df = 25$, $p < 0.0001$; Cramer's $V = 0.407$; lambda = 0.265). Also, a significant but weak association occurs between parental income and father's education ($G^2 = 83.9$, $df = 20$, $p < 0.0001$; Cramer's $V = 0.219$; lambda = 0.086) and parental income and mother's education ($G^2 = 59.9$, $df = 20$, $p < 0.0001$; Cramer's $V = 0.180$; lambda = 0.055). Parents with more advanced degrees are more likely to be in higher income categories.

	1995 Survey					
	Self		Father		Mother	
Degree	#	%	#	%	#	%
None	NA	NA	109	13.1	105	12.7
High School	632	76.1	377	45.4	274	33.0
Higher Education	122	14.7	109	13.1	363	43.7
Unknown	76	9.2	235	28.3	88	10.6
Total	830	100	830	100	830	100

Answers to Open Response Questions

Responses edited for spelling but not for content or grammar.

Q1C. Please provide comments about classes at Cabrillo.

- The teachers are excellent. 2. Not enough black, Hispanic, or Asian students and teachers, but I really feel that Santa Cruz is mostly white so where would you find more ethnic diversity? Encourage more students from Watsonville? Is Seaside too far?
- ALH 100 is completely outrageous for people who have been in their field for a long time. Bachelor students should be put into a different category then students who are just trying to earn their AA.
- All of my classes and instructors are excellent. But I hear many complaints about the length of semesters. Many of us would prefer the quarter system.
- All of my classes at Cabrillo have been excellent.
- All of the classes I am taking now are good and very helpful for my future.
- Almost all classes I've taken here (66 units) have been educational, interesting, entertaining, and well taught. I have definitely enjoyed pursuing my education here.
- Better organized student activities that address students interests and community spirit. Need more school spirit that encourages pride in belonging.
- Better selection of classes offered in the summer.
- Cabrillo College is Great!
- Cabrillo College should offer classes to students that are culturally diverse in nature by professors of diverse backgrounds. More history courses that have to do with people of color.
- Cabrillo has enhanced my life 1000% or more I have been attending part and full time for 25 years as my interests and career direction evolve.
- Cabrillo is a good school, some of it's policies are messed up though. Like about three absences and you are out. What are we babies? If some one does not want to learn why would they be there? The administration says that you cannot hand out flyers.
- Cabrillo needs more comfortable chairs. It would provide for a more comfortable and pleasant study environment
- Cabrillo sucks in my opinion.
- Cabrillo's language lab is lacking tutors. Real people that language students can go to for help, proof reading papers etc. We have a writing lab for English why not for other languages?
- Class clocks sorely need attention.
- Classes are a bit too long
- Classes are good parking sucks
- Classes are good, teachers are fair
- Classes are great, however I do not see how dances and other student activities such as this are meeting my needs
- Classes are usually too large. An ideal situation would be where students could all receive a good amount of individual attention from their instructors. Parking is also a problem. Classes tend to be over crowded toward the beginning of a semester.
- Computer classes need one of two things. More hardware or less students per class, so that hardware is spread out better. Also do not censor the internet access.
- During my three years, I had to take an extra year because of a counselor's mistake one instructor stood out as being the most supportive and helpful. Mr. X took a great deal of his time to help me in Psych 1B.
- Every instructor I have had has been excellent.
- Excellent instructors
- Excellent teachers. Outstanding biology and language classes.
- Fix the clocks dig up the campus when school is not in session
- Fix the clocks. They have been wrong for over a year. More parking. Keep classes only hour and a half otherwise we lose interest
- For the most part they are very informative
- Generally the instructors are very considerate and caring however they do come to class late
- Good sizes and great teacher accessibility
- Great Instruction! Wish there were more hardcore summer offerings.
- Higher classes in language. Spanish 4 was only offered at night and that will not work for all students

- Horticulture classes rock. The horticulture facility/lab is a joke. We pay enough money that we should have a new facility
- I am currently taking a distance learning class and it is not formatted well, not helpful to me or my career goals, although it is required for my degree.
- I am enrolled in a Chem 2 class and lab where there lecture and lab are directed by 2 different instructors. In this case this is either a bad idea, or very poorly orchestrated. The 2 instructors do not communicate well and their methods of doing thing
- I am extremely satisfied with the diversity and the high standards of the classes offered
- I am only taking ECE classes. Lots of good useful information in them. Great teachers. I wish there were more ECE classes offered in the summer
- I am so happy I enrolled here. It has been a good year. My teachers have been good thank you.
- I believe that there needs to be a new and better teacher for the sociology and gender roles class. The teacher is biased and disrespectful to students. She is an extremely difficult teacher and is not suitable for students
- I do not like the new schedule. I do not think study groups are encouraged. I do think most of the instructors are great. I do not think the Sheriffs are helpful at all.
- I do not think that the Art Gallery viewing lab really helps me with my art classes. I think it should be optional instead of required.
- I enjoy most of my classes and my instructors. I do not believe I should have to take History if I am a Computer Science major. I feel like it is a waste of my time.
- I feel as though the dance department would be better able to serve the students/dancers needs as artist if their faculty was in cooperation with the theatre arts perhaps joining them.
- I feel like I as an individual student am not given enough clear guidance even when I search for it. It is terrifying not to be given a clear answer to questions.
- I feel we need more field class in the biology and geology classes. Outdoor education in general needs to be emphasized. Look at Sierra Community College offerings in Biology and Geology.
- I find it very discouraging how close minded more of the instructors at Cabrillo are, and so negative about Christianity while openly accepting others. I find it very offensive to have an instructor make fun of my God and I have had several do this.
- I found that Cabrillo serves all my needs accept you must hire more guidance counselors. I have received erroneous information from counselors too busy to provide real help. Also the CAOS computer lab is too small. The computers are always crashing.
- I had one question what relevance if any does this survey have?
- I have a problem with the expensive price of transcripts. Rush orders should not cost 7 dollars.
- I have been lucky to have very good instructors since '96. I have only one bad experience in a history class in which I felt that my questions were not being answered and that the I was expected to know about what we were learning.
- I have enjoyed my stay here at Cabrillo. But the course requirement page of the schedule is very difficult to decipher.
- I have enjoyed them all
- I have found classes at Cabrillo to be of excellent quality overall but would like the class sizes to be smaller.
- I have not been involved with many student activities.
- I have received an AA in ECE from Cabrillo. I am currently working on satisfying transfer requirements and plan on attending SJSU The classes I have taken at Cabrillo have enriched my knowledge of child development.
- I know the Cisco program just started. I also know that usually the first step is the hardest, but it will be nice if future semesters on Cisco would have more hands on.
- I love Cabrillo! I think it is a wonderful campus.
- I love Cabrillo, except for all the time consuming labs. I feel most of the teachers are great.
- I love Cabrillo. I feel most of the teachers are good and very knowledgeable but parking here stinks. The allied health classes are ridiculous and useless.
- I may have a love hate relationship with Cabrillo. I feel that it has treated me unfairly at times, yet I have had certain teachers that have given much inspiration to my life.
- I only take ECE classes to increase my job abilities and advancement. I wish all courses were offered fall and spring and that more were offered at SLV.
- I really love my welding class but I had a hard time learning because of lack of metal to weld on. Why don't we have a lab fee so we can get supplies?
- I received 2 parking tickets when I feel were not deserved. On the first day of class when I was parked on the side of the road near my class. I had parked there for most of the semester due to night classes and lack of lighting on campus.

- I think Cabrillo need to form a closer bond with UCSC. There should be programs to incorporate students prior to transfer
- I think it is a good college to go to for education
- I think that allied Health should not be a prerequisite for the Health Care Field. The class is very unorganized and the instructors are not very helpful. This class is useless.
- I think that classes are great and the teachers are wonderful. I just wish we could have more faculty and more classes
- I was able to get all the classes I wanted that fit into my schedule, because I took advantage of priority registration.
- I was surprised in a very positive way to find that this community college offers courses of high quality. I can only speak of the science classes that I took but I have found the teachers very qualified and the labs well equipped
- I wish that some classes that are popular or have a high demand like ECE 158 could have more sections
- I wish that the tutor labs writing labs and learning disabled students like the learning skill offers and lab behind the library would stay open until 8 or 9pm. I do not get here until 6 6:30 and I do not have much time to use those.
- I wish there was more emphasis on student responsibility in labs. When people slack others have to make up for their lack of or poor work. This does not seem fair. Also numerous people show up late consistently.
- I would like it if more courses (ECE) and other courses were offered in Watsonville. I think the Watsonville center is too small and there is not enough parking.
- I would like more evening classes
- I would like some classes that were especially challenging for theatre arts, labs involving watching movies do not provide me with enough insight to overcome the discomfort of sitting in a chair one foot from a small television.
- I would like to point out that the Cabrillo College classes at the Watsonville center are excellent. The instructors that are chosen to instruct in the Watsonville center are very organized and very understanding. I would like to see Cabrillo with more parking spaces and to keep up the shabby buildings. I also think that they do not offer specific classes at a different range of times
- I would like to see more classes in ECE teaching about children with special needs. To my knowledge, there is a new class that has just been added but once a year is not enough
- I would like to see more weekend seminars offered. Possibly just a few more refresher courses for those of us with our degrees.
- I would love to see an electronics program re-started, with silicon valley being so close there should be an entry level program.
- If only all states and communities had a campus and a facility like Cabrillo. It is a privilege to attend here.
- I'm only taking one class here I am still in high school
- In reference to question 8-I have both excellent teachers and horrible teachers. In reference to question 19- In general, I would say I agree however the attacks on campus and the lack of response are cause for great concern-I know carry pepper spray.
- In response: 6) How can a class broaden a students view on cultural diversity? Does this mean that he student will be more open to accepting other races? 20) we need more attractive landscapes. Maybe some art-deco type of stuff or some perennial flowers
- Instructors are by and large excellent
- It is too bad that we put so much emphasis on diversity and meeting ethnic quotas. Last time I checked college was about education and not about being politically correct. I believe that the standards should not be dropped in English.
- It seems classes often skim the surface rather than delving into cool stuff.
- It took a very long bureaucratic process for me to get residency proven. I was annoyed at how much information Cabrillo needed for my residency to be changed.
- Lots of hot boys. I do not like surveys
- Many of my instructors are so disorganized that it is hard to progress. I.E. It has been over a month and my world music instructor has yet to return our test. He forgets them all the time so the students have no idea how they are doing in the class.
- More classes should be offered in the summer
- More gardening
- More lab hours for photography
- More night courses in culinary arts, Spanish and in general
- More on-line classes would be great. More parking. More telecourses. The counselors could be a little more enthusiastic and helpful, perhaps these surveys could be mailed as to not take away from any class time
- More qualified/progressive teaching staff. More parking. Nice lawns though

- Most instructors are great although I have had two that were bad, and should not be employed at this school or any other.
- Most of my classes have been science incorporated. Cultural diversity is probably difficult to do in such classes so I can not give a valid opinion about those questions.
- Most teachers are excellent. Some are University Level Quality
- My goal is dental hygiene and I feel the resident students should have priority over non resident students. I am concerned about having to wait to get into the dental program and I wish Cabrillo was able to accommodate more that 22 students a year
- My math teacher is not very skilled
- My Spanish 1 class needs to be set at a better pace for first time students. It should be a 3 unit class and cover basic things slower. I also feel that this campus should start a foot patrol program. Security, not police are cheap and effective.
- Need more parking
- Need more parking areas in the Watsonville campus. The Main campus feels very dangerous at night when you are walking alone to your car, please put up more lights.
- On numbers 16, 17 and 13: I feel that I do not see or feel the need to be supported by student representatives, I do not seem to feel the effect of their decisions. There should be something that can combine all students at once.
- Overall very skilled, diverse, knowledgeable teachers
- Parking is awful, everything else is pretty good
- Photo and yoga are too hard to register for
- Please fix the clocks
- Please provide more anti bias, multicultural classes and more tutors in Spanish
- Questions regarding ethnic background have nothing to do with education and are inappropriate
- Re: 8 I have had teachers that were very prepared and enthusiastic about their classes and some who were extremely unprepared and disconnected from their students.
- Security is poor and policemen are not very friendly. They do not realize that we are students and not criminals, I have had bad experiences with them just from handing out flyers in the middle of a school day.
- Some classes are offered at only one time and only by one instructor. I wish there were more choices. Most classes are very interesting and the teachers demonstrate their ability and more importantly their interest in teaching.
- Some classes grade unfairly but not many
- Some coordination with class scheduling could be beneficial. For example Bio5 and 6 clashed with lab times. Both are pre requisites for nursing. If not for creative scheduling and the willingness of the instructors I would have lost an entire semester
- Some instructors are not prepared for their class. This I have experienced with two different instructors in different areas of study.
- Some instructors are well prepared and dedicated to teaching however, I have had several about 50% of classes where there was no clear goal, a lack of organization, and outright failure of the teacher to make the material relevant.
- Some of my instructors have been extremely unskilled and unprepared for teaching certain classes. Others have been extremely skilled and did a wonderful job presenting material clearly.
- Some particular classes are much more work than they are worth. In other words some classes involve a larger quantity of work than the number of units they cover. If it is more difficult it should be worth more units. More logic should be used.
- Some teachers are terrible. And others are wonderful, maybe have a quick survey from the students after a class is over to keep only the good teachers
- Thank you for everything
- The books are too expensive
- The catalog sometimes says that "Transfer : UC (can)" I assume this means possibly transfers to UC's. If you could put down popular transfer UC's like UCSC and show whether or not it transfers there for sure.
- The classes I am taking for my certificate are well taught. I think I have learned a lot in the last two semesters
- The classes offered @ Cabrillo are very wide ranged and the staff is really good
- The classrooms need improvements. Cabrillo's reputation is not strong
- The counseling side of Cabrillo needs some work and the basic requirements need to be assessed, maybe an assessment type of test for basics so people who have knowledge in basic computers and physics etc do not have to waste valuable time and money.
- The ECE Department is the most wonderful program. I have learned much from my classes as well as my teachers

- The English Department is horrible. I have taken 1a and 1b and received 'A' s in both. But I assessed at 100. I challenged it and my challenge was accepted but 1a was remedial for me. I have not discussed writing for more than hour total in either class.
- The food compared to Santa Barbara is nothing, first it is expensive, second there is way too much food that is greasy. Also you need a vegetarian sandwich if you want to pay a decent price. A bagel with sprouts for 3.50 is ridiculous
- The instructors that I have had are good are excellent, the teachers that I have had that were poor have many faults. It goes in extremes
- The labs at Cabrillo have been very helpful for me. The size and times that the classes are offered are convenient for everyone.
- The lack of diversity on the teaching staff of Cabrillo reflects the lack of diversity of Santa Cruz
- The math assessment does not place people high enough. I should have been placed higher than Math 5a I do not notice any true work toward ethnic and cultural diversity and support in this field
- The music classes and department are wonderful. All of on my instructors have been helpful and understanding.
- The only comment is about parking. it is ridiculous
- The only thing I am unsatisfied with at Cabrillo is the counseling department. You can get 4 different opinions on what classes you should take to transfer and If you choose the wrong opinion you can end up taking 3 semesters of classes you cannot use.
- The parking lots are too full. Perhaps more parking could be thought of.
- The registration process is a nightmare and should be automated. More liberal arts should be offered
- The restroom facilities are portables and not very pleasant. In the winter and the spring the outdoor classrooms are very cold and it is hard to concentrate
- The wait list process needs to be refined. I was unable to enroll in a class, when my wait list standing did not appear on the instructors roll. As a result I was unable to use the computer lab, until my petition to enroll was processed four weeks late.
- The welding class is great except for the lack of materials
- There should be a teachers evaluation for each semester course taken
- This college should offer an intermediate ballet class
- This is an excellent school. Much better than my last. Really good instructors.
- This new plan of schedule classes that all begin at the same times is horrible, I have been unable to plan a working schedule at all.
- Too many students and not enough teachers
- Until the realization that humans are all the same and equal I do not think any one or certain groups should be thought of as different or needing representation. We should not promote some groups on the grounds of ethnic and cultural clubs services and or groups.
- Very good school
- We need more macs in the computer lab we have to wait quite a long time to use them
- We need organic Gardening classes please.
- Web Page Programming using Pearl
- Well, what can I say? I absolutely love some classes and truly despise others. I have pretty much decided to take only the classes that teach me stuff I want to know for myself, classes that I enjoy doing the work for or that I am willing to accept a B.
- What is up with the Parking? It is way too expensive to buy a parking permit when there is no where to park. Either lower the cost of the parking permits or add more spaces.
- Why are there only Mandarin classes? I am Cantonese and would like to learn more.
- You need Math 5B and C and 6 and 7 in the summer and Cs 19
- You need to instruct older teachers what papers off of the internet look like. One of my teachers is excepting final papers from the internet because she does not know what they look like.

Q3. What additional student service programs would you like?

- A better lunch program or at least make the Sesnon house lunch special longer so that students who are in class can eat there.
- A competent Veteran Affairs staff and system. There is no effective registration book or supply procurement plan
- A much more active stance against students being assaulted.
- A place where we the students can acquire not from our teachers if we were absent from class
- A restroom in the library
- A student run co-op bookstore
- At this time the capacity of this campus seems ok
- Better and bigger student center, more places to study quietly better food services
- Better bussing from Santa Cruz
- Better money for Federal Work Study
- Better Parking (repeated twice -*ed.*)
- Better planned transfer plans to other schools
- Better safer well lit parking for students
- Better service to assist students in planning semesters in order to reach long term goals.
- Boys Volleyball Team (repeated twice -*ed.*)
- Cabrillo should have a needle exchange program and a housing assistance program
- Can we provide a serious bookstore competent enough to provide all the students the financial ability to purchase text books
- Car pool matching Bike pool matching
- Child care should be given to students first rather than priority to the community. Update counseling centers on the requirements for nursing programs for other schools
- Childcare for night students
- Comments. 1 The cafeteria tables need to be cleaned during and throughout the day. 2. Bookstore needs a larger space, more hours, and reduced prices-especially on small paper backs!!!
- Computer science tutoring center
- Cooking classes, Spanish translation at night
- Cultural diversity training made mandatory for graduation. A revamping of the attitudes of the computer lab. They act like we are a bother and we should be grateful for the opportunity to print a document, which we pay for.
- Dancing activities
- Electronic Registration
- Ethnic programs offered to everyone
- Evening child care. Infant care
- Everyone I have ever talked to in A&R seems to go out of their way to pass on their bad day. Hire people with people skills. Please. Counselors just tell you what you already know and send you on your way. They look like they'd rather be somewhere else.
- Fix the parking problem. It is unsafe to have to park so far away
- Follow up programs that track students progress, preferably done by counselors
- Food Stamps
- For two weeks I had to park off campus three blocks and walk in. When I could no longer do that I applied for a handicapped parking and I could still not find a spot close enough to my classes. A staff member wrote me a note and found me a place.
- Free health care plans for full time students
- Free Parking areas
- Free t shirts
- Groves music dictionary in the Library, need more parking, need more frequent patrolling of illegal smoking areas
- Having to register for a class to use the Cabrillo Computer lab is absurd. Better bus pass system, not renew half way
- Health Food in the Cafeteria
- How about computers where I can actually type up and print a paper with out being in a computer class
- How about evening child care for those under 10
- I need more financial assistance than is presently given. It would also be helpful if one person could answer all of my questions, I.e. financial aid, courses to take that allow for transfer, the college I should be trying to transferring to etc.

- I really believe that phone registration should be implemented I do not know what the cost would be but I am sure that it would be worth it.
- I think Cabrillo needs to hire more counselors. They appear to be frantic and do not always seem to care
- I think there should be more extra curricular activities. More plays, concerts, film shorts, art exhibitions, interesting lectures for interested students from guests outside of campus, political debates, etc.
- I use the math and computer lab and library a lot. They are very helpful, I do not think we need any more programs. Parking is bad though. There should be less staff parking
- I would be happier if the open access computer lab were not so packed all the time. Parking is fine we do not need more parking.
- I would be interested in a place besides online where I can go and talk to someone about which colleges or UC's are good and which ones are not. I want to make a good choice
- I would like a bookstore in the Watsonville Center and also Financial Aide. I do not like that if I ask for something at the (Watsonville) Admissions for example a copy of my Registration I have to come all the way to Aptos to get it.
- I would like a larger financial aid staff and office
- I would like lights or emergency phones or some kind of police protection around parking lots and bathrooms in the evenings on the lower campus.
- I would like more information on abroad programs
- I would like more tutoring chances to have all day open lab
- I would like to see classes made available in the afternoons
- I would like to see more assessment test availability. With children and a full class load, I have still not been able to take the assessment test.
- I would like to see more courses in health and nutrition to be offered
- I would like to see more international studies classes
- I would like to see some of the student services in Watsonville
- I would like to see teachers who are knowledgeable and willing to give advice to transferring students in that major, and know what class they teach that are transferable.
- I would really like to feel the support of Cabrillo College on more Child Care Programs. I personally feel that what they currently have is not fulfilling the needs of many students
- In reference to question 8 with the current time blocks we have now my teachers are always tired, late to class rushing from class to class, eating lunch in class, trying to give lectures with mouths full of food. I like the hour and a half block for lecture.
- Instrument Pilot courses free motorcycle parking
- Is there a possibility of telephone registration? It would save a lot of time for students. I would love a bigger book store
- It would be helpful if the counselors knew their stuff more, and if the transfer center took more individual time with students.
- It would be nice to have a better counselor and transfer program. I know from experience and the experience of others that we do not get the information that we need.
- larger mesa room
- Larger writing areas on desks they are so small
- Learning centers like the writing center during summer
- Library open on Sundays
- Mas Apertura a los hispanos en los eventos culturales, esto es organizar eventos talvez en watsonville, videos, lectura, de libros- exposiciones, etc.
- Minority representation in student government. Updating and purchasing library books
- More and smaller classes in which you can have personal training instruction with or from the instructor.
- More Clubs More Classes More Parking
- More computers infant/toddler parent education class
- More computers with internet access
- More Computers, IMACs, and Dells, Faster Servers
- More counselors available student services available in the evening
- More dance classes more acting classes
- More diverse food options
- More efficient updated comfortable horticulture lab facilities
- More financial aid
- More foreign exchange opportunity

- More free individual tutoring
- More Healthy foods More parking
- More information about Cabrillo on the net
- More information on transferring
- More money for the baseball team
- More night landscaping classes
- More open access in the computer lab
- More open tutoring. Walk-in so whenever you have some extra time you don't nee to have a teacher sign a paper for you before you visit.
- More parking (repeated 3 times *-ed.*)
- More parking more summer courses. Transfer agreements with UCLA and UCB
- More Parking for students. Staff have more than is necessary.
- More parking more lab hours more variety of food in the cafeteria
- More parking, mandatory annual counseling in your major
- More pianos and Electronic Equipment
- More services for studying and on broader areas
- More soda and snack machines less staff parking
- More tutors for different subjects, transition training for students of different backgrounds
- More vegan food in the cafeteria more clubs and activities. Better access to clubs and staff. I do not know what is going on
- More Vocational Programs
- More world music classes not just euro-american
- Move help with job placement. Have professionals come into the classes that work in that field and give information o getting the type of job you want
- Multicultural and diversity programs
- Multicultural events
- Music 23 Also music classes for approaching the learning of music
- Need better lighting for the parking lots, and bathrooms need to be remodeled.
- One on one math tutoring
- On-line or telephone registration
- Organic Farming
- Parking
- Parking is my only problem, there should be more
- Parking shuttles
- Party BBQ's
- Programs that help a variety of learning disabilities, one on one transfer guidance
- Restrooms inside the library
- Specific transfer programs for each individual student
- Student center for students to get to know one another, more activities on campus
- Telecommunications degree course
- Telephone Registration Services, Improved & Expanded parking. Salad Bar in Cafeteria
- The open access computer labs needs to be hooked up to the network
- The registration process is a nightmare. As I stood in line for 2 hours I wondered if it could be any less efficient. I know you are doing your best but perhaps telephone or auto mated service would be a little more modern
- The teachers I have had here are better than some of the teachers I had a 4 year schools
- Unix/Linux network in computer lab with disk space for CS majors. Putting everything on floppies and printing code is a foolish waste of time and resources.
- We definitely need better counseling information. I was told four different things by four different counselors about my transfer requirements. Then the same counselor told me two different things and as a result, I had taken a class I did not need.
- We need counselors who are here because they really want to help the students-rather than simply because they want to get paid. Our counselors seem to be unaware and uncaring of students individual needs.
- Well trained financial aid staff

Q4. What are your ideas for attracting and retaining more students?

- A finance department
- A more helpful role in housing
- A new baseball field
- Advertise more about transferring, Nursing Program, Dental program, ECE.
- Aggressive recruitment in the High Schools, on the Radio and Television
- Architectural Design Classes
- Better parking
- Better art program more progressive social science classes more athletics classes
- Better bike racks. Do not put them by the parking lots. Make them compatible with modern locking technology.
- Better book buying center
- Better Counselors I am very frustrated with the lack of support on this campus
- Better desks
- Better food. Pizza, tofu burgers and red bull are not enough
- Better infrastructure, better food, with more choices not just in the cafeteria
- Better parking (stated 7 times -*ed.*)
- Better parking conditions more classes at SLV classes more accessible to disabled students
- Better parking meaning more. Do not make a parking pass mandatory in registration if cannot provide parking in the first place. Soquel drive has more open spaces than the lots
- Better parking quarter system
- Better parking, access to tutoring
- Better parking, counseling and cheaper books
- Better parking, offer career certifications. MSCE, CAN, etc Computer related.
- Better parking. There should be more trade classes like refrigeration, mechanics, etc. Also I do not think you should attract more students because this area is so congested.
- Better scheduling for science students
- Bigger Parking Lot
- Bigger performing arts budget. More opportunities for student run production including technical design, direction, writing, and acting. Greater student access to theatrical facilities and more opportunities to use them
- Bring a corporation here to run the cafeteria and book store. Better customer service for both would be nice. Most everyone that works in both locations are rude and slow. The food is usually horrible too.
- Broaden vocational programming offer classes starting at 6 pm instead of 4 and 5 for people who work during the day.
- broader range of classes and programs (educational)
- Build foreign student housing and develop foreign student department to gain extra money from the high tuition they are required to pay
- Cabrillo should offer more classes that are transferable in major fields of study.
- Come on now that is your job
- Community outreach programs
- Computers in the San Lorenzo Valley
- Continue to take student polls for desired classes, interests, etc.
- Dancing programs
- Different time schedules especially during the summer.
- Do not do it there is already a serious over crowding and parking problem. Take care of that first.
- Do not need anymore students
- Don't. Cabrillo doesn't need to be any more crowded than it already is.
- Drop Prices for classes and texts
- Emphasis on small class sizes, student teacher communication
- Enforcement of non smoking areas, more affordable tutors
- Expansion of school so as to accommodate all of the students who are turned away from full classes
- Fix the dips and broken concrete at bus stops and entrances to the driveways. Designate/ relocate smoking areas. Do not enforce no smoking but make smoking areas farther away from non smokers.
- Free Food
- Free food
- Friendlier Staff, More Courses, More information about events.

- Friendly staff who display an eagerness about helping new students. I have experienced mostly negative attitudes from Cabrillo Staff members
- Get rid of block scheduling. GO back to regular 1 hour classes especially for the harder science and math
- Go to high schools and give them information
- Have more outdoor education classes more field study classes pertaining to biology geology natural history look at Sierra College's bio/geo program
- Have some helpful staff members, some just do not care.
- Having more challenging classes would help the kids drop out who are just here to hang out and get laid. So the people who are interested in learning do not have to waste their time with teachers who move at a snails pace.
- Honestly I believe Cabrillo attracts and retains enough students as it is. It is a good atmosphere with good people.
- I am more concerned about the services in the Watsonville center. I think the Watsonville center will retain more students if there was a study room for the Cabrillo college students.
- I do not believe that you need more students
- I do not think more students are needed
- I have almost left Cabrillo twice, due to the bias attitude towards my religion in supposedly unbiased classes
- I have taken many art classes here at Cabrillo jewelry making mainly. I found that Cabrillo has a more advanced art department than UCSC and many other colleges. As well as art the music department is very reputable.
- I hope that Cabrillo is taking the need for innovative affirmative action seriously. Horror stories about inept counselors is not help. You should train them. Less bureaucracy everywhere.
- I see Cabrillo as a place where anyone who wants to learn can be accepted it is easy to get in, that is probably why it is so crowded. Cabrillo needs more acknowledgement from it's community. It deserves more than people give it.
- I think more students would make the classes too large and the parking problem even worse.
- I think that maintaining a good reputation at Cabrillo will help to attract more students with goal oriented educational plans
- I think you should have more clubs for students
- I would like to see challenging courses. A low demand for busywork and homework, and easy access to teachers outside of class
- I would like to the schedules for classes to come out earlier
- I'll probably leave this semester as I think I have gotten most of what I can get from a program. I have not finished but I having trouble with some of the "Well it is Santa Cruz" attitude.
- Improve the aesthetic quality of the campus
- Improve the parking update the classrooms, more full time instructors it seems those who have other full time jobs are inconsistent in the quality of their teaching.
- In order to attract more students Cabrillo would need to expand classes. Make classes available for students who work.
- Increase parking have career counselors go to classes and get more involved in talking about how they can help students to transfer to four year schools
- Is this a problem? I read that Admissions were up
- Counselor X (name suppressed) is the only counselor on campus that gave me accurate information about transferring I have been asking for four years. The rest are ill informed and do not seem to care much about students or their job.
- Keeping on track and support the students that have already started and stop for a reason. Motivate them to finish their degree because of the rewards offered
- Listen to the needs of the students
- Longer Lab times
- Lower priced books
- Lower the cost of the units. Books are also incredibly too expensive
- Lower the price per unit for foreign students. I know students are deterred from Cabrillo because of the outrageous cost.
- Make classes more appealing, more at Watsonville center
- Make it easier to register
- Make it harder to drop classes- If you sign up, you take the class-I am surprised by the number of students who sign up and then drop- perhaps they are signing up for more classes than they can handle
- Make more counselors and have a better study skills program
- Make registration easier

- Make sure that counselors are not telling students false information about transferring. It is very discouraging being delayed because a counselor told you the wrong class to take
- Make the services more known. I have never been able to find open access computer lab. Let it be known that it is there for us.
- Making the need for students right so we can talk to other people about our services
- Making the students more aware of the centers that can help you
- Maybe offering better/different classes
- Meeting people need trying to be more flexible in time scheduling
- More activities
- More advertising I do not think the public know what the quality of some of your instructors are. Maybe profiles of instructors and interviews of students who have taken classes and gone on to be successful
- More aggressive recruiting in the community radio and tv on the streets and in the schools.
- More and better counseling services. Less prerequisite changes
- More classes for this area, massage therapy alternative medicine etc
- More Counselors should be readily available
- More distance learning for full time workers
- More diverse schedule of night classes for working students
- More entertainment oriented activities on campus
- More environment oriented classes more spirit, just more enthusiasm
- More evening classes
- More events
- More information in class schedule and book.
- More Occupational Courses
- More parking
- More parking
- More parking and maybe on campus living
- More parking, more physical classes, karate, gymnastics
- More parking. How can we house more students unless we expand a little?
- More parking. More trees. Better teachers. Less jocks
- More programs like the Cisco academy
- More teacher interaction with students. More office hours to meet with teachers.
- More teachers and more space
- More technology related courses
- More times for classes. Many music classes have only one or two times that you can take them
- More variety of elective classes better scheduling times. Many classes I wanted to take over lapped so I could not take them
- More vocational classes such as auto body, welding for art, gardening is very popular at present so are garden ornaments. A class teaching how to make them would be popular.
- More/ Parking for the $30 dollars we pay
- My daughter is a senior at Santa Cruz High school. Among the high achieving students Cabrillo is Considered a last choice. I think that Cabrillo is an outstanding school with excellent courses and exemplary faculty. Perhaps the school should upgrade t
- Need to make art classes more available
- Not a problem here too many students now.
- Not ripping off the students with over priced books
- Offer more advanced classes in math and science
- Offer more classes during the light. Classes that will help students transfer for example, math biology and others in Watsonville campus
- Offering more courses here in Watsonville
- Ofrecer mas clases que les permitan crecer educaciounalmente pero en espanol y despues en ingles
- Open gym and intramural sports. Better food in a better place
- Overall I believe that this is an excellent school
- Parking
- Parking
- Parking

- Parking and no fees for parking
- Parking seems to be limited for students but there always seems to be plenty of empty staff spaces
- Phone registration
- Possibly updating CTC equipment to attract more tech students. Offering outside business person's perspectives on rating of Cabrillo.(ex. Professional programmer visits with CS11A class to show importance of C++
- Promoting the desire and cultivating and nurturing multiculturalism, diversity and student panels
- Protection program foot patrol. It does not cost too much to give some people yellow jackets a flashlight and radio
- Provide more life enrichment classes on topics such as cooking, current political issues, creative writing etc. That do not require pre-requisites. Kickboxing, parenting teens, alternatives to chemicals in the home.
- Publicity
- Really work on getting better counselors
- Redo the whole damned registration system and get friendly people who can actually speak English On the other hand the instructors are excellent
- Retaining in welding programs have enough materials budget and new professors. X (same suppressed) is (not a nice person)
- Seaside and Watsonville
- Sending more Cabrillo College representatives to high schools in Watsonville schools and appealing to a more diverse group of students by offering more cultural and history classes that have to do with people of color
- Spanish Radio station to attract Hispanic students I have hear when they talk about HEALD on the radio stations.
- Staff easier to contact/available/straight forward about requested information
- Student advocates that match up with new students for re-entry, transfer, disability, specific vocational interests, etc.
- Student Housing
- Students need more than academics. Cabrillo has a fine reputation in the community for music yet if your not a musician how do you gain access to events or people. The campus needs to be rounded out and expanded to include large gatherings that promote
- The idea of college is good, yet it seems more like High school
- The parking situation needs work. The lack of adequate space creates higher rates of parking tickets and late arrival to class or even absence from class due to stress/frustration of finding a space to park in.
- The registration process is archaic. It wastes the time of the students and faculty. Find a better way: computer registration, better mail in registration, internet, etc.
- The registration process is outdated-it should be real-time and automated. Bookstore should be a book Store
- There is no parking
- Transfer agreements and Tech Degrees
- Try to make a 2 hour session for each class. I have been in a 3 hour session course with little breaks but I think it is too long to stay in one place
- Types of Classes as well as overall ability to register for a class.
- Unix servers
- Visit area high schools, give tours to community members, more parking, many times staff parking is not full, bike lockers-I would not ride my bicycle here because it may get stolen
- Visiting local high schools with information on the college. Also focus on students in alternative programs. Is it possible to get address for children in foster care and mail the information to the directly?
- We do not need more students my classes are full enough as it is
- We do not need more students, we do not have enough parking, our classes are full enough, and it is hard to get the classes you need
- We have too many students as it is we do not need to attract more
- You do not need more
- You need longer computer lab hours

Q35. Please list what other courses you would like to take that are not presently offered.
Numbers in parentheses indicate frequency of request.

(Children's' Authors) English
a course on revolution
A+ PCTech Certification
Addiction studies
Additional network
Additional PC
Additional percussion/ music classes
Administration classes
Adobe Illustrator
Advanced Baking
Advanced creative writing
Advanced French
Advanced GIS
Advanced HTML
Advanced Photoshop
Advanced swimming technique
Advanced Windows
African American History, offered by an African American
Alternate Astronomy classes with more teachers
Alternative math Classes
Ancient civilization
Ancient History
Animal health Tech
Animal psychology
Arabic
Art classes without labs
Art Welding
Asian American History
ASL 3
ASL4
Astronomy in the Summer
Astrophysics
Auto mechanics (14)
Aviation (2)
Ballroom dancing
Base electronics
Baseball
Beer Brewing
BioChemistry
Boat safety
Botany
Boxing
Brewing
Business admin
CAOS independent study
Italian 4
CGI script for the web
Chicano Community Studies
Child birth education
Chopper building
Choral conducting
Cinema
Cinematography
Civil war history
Class between math 152 and math 4
Coastal navigation
Color Photography
Commercial Interior Design, day
Communities
Computer and Dbase at Watsonville
Computer Engineering courses
Computer graphics
Computer graphics production class
Computer Repair
Computers for science majors using the software excel, Graphical Analysis, etc.
Cosmetology
Culinary arts
Cultural diversity.
Current events (2)
Day time Sign Language
Delphi Programming
Demolition
Developmental psychology
Digital Circuitry
Directing
Directing film
Diving
Dos, Unix, Html
Drama for Latino plays
Dramatic arts
Easier sign language
ECE classes that are transferable
Ecology
Egyptian History
Egyptology
Electronic music
EMT
Engine Repair
Environmental science
Ethics in Watsonville at night
Ethnic Dance
Music Composition
Ethnic foods
Ethnobotany
Explosives
Fabric Design
Family studies
Fashion design
Fencing (2)
Fiber Arts
Field biology
Field Hockey
Film Acting
Film Directing
film editing
film history
Film Video Production
Flats and specs
Furniture design
Fuzzy Logic
Gender and ECE
Gender studies
Genetics 105 like at UCSC (3)
Glass blowing (4)
Hair design
Health career basics
Heavy metal guitar
Hebrew
Herbology (4)
Higher level Italian
History
History of fashion
Holistic Health
Hotel Management
Human resources
Hydroponics
Industrial Technology
Intermediate ballet
Internet Communications
Intro Advertising
BioChemistry, = to Bio 100 at UCSC.
Intro to fashion
Investment on line
Investments
Iron/Aluminum Casting
Islamic Studies
Italian 3
Sailing (2)

Japanese 2 and 3
Jiu-jitsu
Karate
Art and music, and dance. Keep the soul
Kick boxing (4)
Kinesiology (3)
Kung-fu
Landscaping architecture
Latin
Latin American Politics
Latin studies
Latino Studies
Law
Leadership class
Lesbian Identity
Library courses
Life in the 90's
Linux Programming (2)
Magnetics
Marijuana cultivation
Martial arts (2)
Marxist Studies
Massage
Math, Science during Summer
Meat cutting CAHM
Medical courses
Medical ethics
Message therapy
Metal Art (All metals)
Modern Chinese art/ paper making
More computer classes
More networking and programming
More ecology classes
More economics courses
More film classes (3)
More hardware classes
More math with complex numbers
More multicultural literature classes
More music stuff
More on Networking
More Programming
More Science Classes at night
More Sociology classes
More studio arts
More summer school options in sciences
More swimming
More technical theatre
More varied History classes.
More Yoga sections
Music 23b
Music ear training
Music Ear Training (dictation)
Music History (4)
Music performance techniques
Native American History
Native American Studies
Native American tradition and ecology
Natural history
Neuro courses
Novell Networking Certification
Nuclear physics
Other micro biology
Painting
Paranormal psychology
Parenting classes
Pascal programming
Pattern making
Perl
Permaculture
Personal Empowerment
Pests II
Pharmacology for pre nursing majors
Pharmacy Medicine
Physical therapy
P.A. or nurse practitioner prereqs
Physiology of nutrition
Plant Taxonomy
Plumbing backflow classes
Poetry
Political philosophy
Political theory
Pop culture analysis
Portuguese (5)
Post modern history
Pottery
Production tech
Propagation of plants
Psychokinesis
Pyrotechnics
Quarkpress
Radical History
Radio Frequency
Relationship counseling
Relationships
Renaissance English Class
Repair classes
Restaurant management
Rock climbing
Russian (2)
Russian history
Samba Dance Class
self defense
Self esteem
Shakespeare Drama
sign language 3 and 4
social work
Soils II
Soul 1A
Spanish literature
special effects
Stocks and Sauces
Student Director workshops
Student Playwright Productions
Summer Aerobics
summer bio classes
surfing (2)
Swedish
swing dance (2)
Sys admin(UNIX)
Tai Bo (2)
Tap Dancing
Teacher parent communications for ECE
teaching
Tech Analysis
Telecommunications
theatre design
theatre management
theology
Travel Business
Tree taxonomy
Trouble Shooting and Repairing Electronics
Truth in History/Government
unix
Unix Administration
Vector Calculus
Video Editing on PC using Adobe Primer
VW mechanics
waves and oscillations physics
web design
weight training, non athlete
welding (art)
welding not at night
why capitalism sucks
Wilderness Survival
Windows Programming
Wine appreciation (3)
Wine Brewing
World History
World Music theory